

**TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #25
DOMESTIC VIOLENCE**

~~January 19, 2007~~ July 1, 2008

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

I. LEARNING NEED

To effectively carry out their responsibilities, peace officers need a basic knowledge of legal definitions, terminology and applicable Penal Code sections as well as an understanding of how to classify the crimes that may lead to arrests.

LEARNING OBJECTIVES

- A. Recall the definition of domestic violence for legal mandates (Penal Code section 13700)
- B. Recall the definition of domestic violence for weapons seizure (Penal Code section 12028.5)
- C. Recognize the crime elements required to arrest a suspect for the following crimes as applied to domestic violence incidents:
 - 1. Willful infliction of corporal injury
 - 2. Criminal threats
 - 3. Stalking
 - 4. Malicious destruction of telephone, telegraph, cable television, or electrical lines
 - 5. Preventing or dissuading a witness or a victim from testifying
 - 6. Battery as applied to domestic violence
 - 7. Spousal Rape
- D. Recognize the crime classification for each crime that may result from a domestic violence incident as a misdemeanor or felony

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X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X

II. LEARNING NEED

Domestic violence causes tremendous harm to victims and society as a whole. Each member in an abusive or violent household suffers physically and/or emotionally, and often violence is spread from one generation to the next. Current law affords peace officers greater opportunity to assist victims, and provides protection and education to help stop the cycle of violence.

LEARNING OBJECTIVES

- A. Identify common characteristics of a victim and a batterer
- B. Identify a peace officer's role in reducing domestic violence

III. LEARNING NEED

When peace officers respond to a domestic violence call, it is essential that they proceed cautiously to ensure the protection of all people involved.

LEARNING OBJECTIVES

- A. Recognize the initial process for responding to a domestic violence call
- B. Recognize under what circumstances an arrest should be made
- C. Identify physical evidence to be collected
- D. Recognize procedures for seizing firearms
- E. Discuss resources available for victim protection

IV. LEARNING NEED

When there is a court order involving domestic violence, it must be verified and enforced following specific procedures.

LEARNING OBJECTIVES

- A. Identify the differences between the types of court orders to include:
 - 1. Criminal protective/stay-away orders

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X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	X
X				X	X	
<u>X</u>					<u>X</u>	
X				X	X	X

2. Emergency Protective Orders
 3. Restraining orders
- B. Identify the validity of a restraining order
 - C. Identify the purpose for obtaining an Emergency Protective Order
 - D. Demonstrate how to enforce a court order
- V. LEARNING NEED
- A comprehensive investigation includes the collection of evidence and the documentation of events, resulting in a detailed report of the domestic violence incident and investigative action.
- LEARNING OBJECTIVES
- A. Identify what information needs to be documented in a report
 - B. Identify how the peace officer can provide support for the victim
- VI. REQUIRED TESTS
- A. The POST-Constructed Knowledge Test on the learning objectives in Domain #25.
 - B. The POST-Constructed Comprehensive Mid-Course Proficiency. (9)
 - ~~B-C (1).~~ The POST-Constructed Comprehensive End-of-Course Proficiency Test will include learning objectives in Domain #25. (1)
 - D. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test. (8) (10)
 - E. The POST-Constructed Module III End-of-Course Proficiency Test. (8) (10)
 - F. The POST-Constructed PC 832 Arrest Written Test. (10)

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€ G(1). The POST-Constructed Comprehensive Test for the Requalification Course ~~will include learning objectives in Domain #25.~~ (1)

Đ H(1). A scenario test that requires the student to demonstrate proficiency in responding to investigating a simulated domestic violence incident. At a minimum, the test shall evaluate the following competencies:

1. Conflict Resolution - The ability to mediate disagreements by resolving a conflict using appropriate communication skills.
2. Use of force - The ability to distinguish and apply reasonable force options in given circumstances.
3. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
4. Problem solving/ Decision - Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
5. Legal authority/ Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
6. Officer safety- The demonstration of situational and tactical awareness and appropriate response.
7. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
8. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

£ I(1). An exercise test requiring the student to demonstrate the ability to verify the validity of a court order. The test shall minimally include the requirement to verify the following:

1. A court stamp
2. A case control number
3. An expiration date
4. The person to be protected

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X X X X X				X X X X		

5. The person to be restrained
6. A judge's signature
7. Proof of service

~~F~~J(1). An exercise test requiring the student to demonstrate the ability to determine the proper action when confronted with the enforcement of a court order. The test shall minimally include:

1. Arrest or acceptance of a private person's arrest
2. Proper enforcement of the terms of the order
3. Determination of the primary aggressor in mutual orders
4. Arrest without a warrant for a violation of a protective order not committed in the officer's presence

~~G~~K. An exercise test requiring the student to demonstrate the knowledge and ability to obtain an Emergency Protective Order. The test shall minimally include:

1. Determining what party is eligible
2. Grounds for issuance
3. Procedures to obtain the order
4. Completion of the proper documents
5. Scope and duration of the order
6. Service of the order
7. Data entry into the Domestic Violence Restraining Order System (DVROS)
8. Distribution of forms

VII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity relating to proper response to a domestic violence incident to include:

1. Felony arrests
2. Misdemeanor arrests
3. Use of citizen arrests
4. Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled

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X				X		
10				10	10	4

5. Verification and enforcement of stay-away orders

6. Cite-and-release policies

7. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal property

8. Assistance to victims in pursuing criminal options to include giving the report number and directing the victim to the proper investigative unit

9. Providing written notice to victims at the scene

B. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding domestic violence. At a minimum, each activity, or combination of activities must address the following topics:

1. Application of SARA or other problem solving model (e.g. PBL) to identify crime elements, analyze known facts, develop and implement an appropriate response, and assess the effectiveness of the response

2. Knowledge of available community resources or referrals for victims and others involved in a domestic violence incident

3. How collaboration with the community builds trust and confidence in policing efforts

4. Discretion, flexibility and conflict resolution skills

5. Influence of officer's demeanor on persons present at the scene

VIII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on domestic violence.

IX. ORIGINATION DATE

January 1, 2001

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	832	III	II	I	SIBC	

X.

REVISION DATE

January 1, 2002
January 1, 2004
September 15, 2004

January 1, 2006
January 19, 2007
July 1, 2008